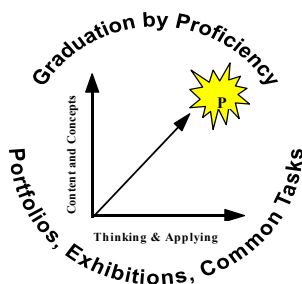


# Request for Proposals



## Graduation by Proficiency Year I Demonstration Schools

Issued by:  
The Education Alliance at Brown University  
and  
The Rhode Island Department of Education

Proposals are due at  
The Education Alliance at Brown University  
222 Richmond Street, Suite 300  
Providence, RI 02903  
by  
**August 27, 2004 at 3:30 pm.**

For More Information Contact:

Michael Barnes  
The Office of Middle and High School Reform and Adult Education  
255 Westminster Street  
Providence, RI 02903  
Phone: 222-4600 ext. 2275  
Fax: 222-2537  
[www.rido.net](http://www.rido.net)

**Funding Generously Provided by the Bill and Melinda Gates Foundation**

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# **The Education Alliance At Brown University**

Adeline Becker, Executive Director

Mary Beth Fafard, Associate Director

Deborah Collins, Director of Research and Evaluation

Joseph DiMartino, Director of Secondary School Reform

## ***The Education Alliance at Brown University Organizational Commitment***

The Education Alliance promotes educational change to provide all students with equitable opportunities to succeed.

With our main focus on issues of equity and diversity, we advocate for populations whose access to excellent education has been limited or denied.

Brown University models equity and personalization as the pursuit of quality education. The Education Alliance, a department at Brown, has brought these two ideals to the mainstream conversation now occurring across the country around the redesign of the typical American high school. This conversation has been strongly influenced and guided for decades by the Alliance's ongoing work to examine how schools across the United States can become more equitable while simultaneously striving for excellence for all students.

*The Education Alliance at Brown University does not discriminate on the basis of age, sex, sexual orientation, race, religion, national origin, color or disability in accordance with applicable laws and regulations.*

**Rhode Island Board of Regents  
for  
Elementary and Secondary Education**

James A. DiPrete, Chairman  
Jo Eva Gaines, Vice-Chairperson  
Colleen Callahan, Secretary  
Frank Caprio, Esq.  
Representative Paul W. Crowley  
Sue P. Duff  
Senator Hanna M. Gallo  
Gary E. Grove  
Patrick A. Guida, Esq.  
Mario A. Mancieri

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**THE RHODE ISLAND DEPARTMENT  
OF  
ELEMENTARY AND SECONDARY EDUCATION**

Peter McWalters, Commissioner of Education  
Dr. Todd Flaherty, Deputy Commissioner of Education  
David Abbott, Esq., Assistant Commissioner of Education  
Ken Fish, Director Office of Middle and High School Reform and Adult Education

***Rhode Island Department of Education Organizational Commitment***

The mission of the Department of Education is to lead and support schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employments settings, and to contribute to society.

To do this, we will:

- ♦ Advocate for coherent public policy,
- ♦ Enhance local capacity to improve teaching and learning,
- ♦ Sustain an effective accountability system by building innovative partnerships which create positive change.

*The Rhode Island Department of Education does not discriminate on the basis of age, sex, sexual orientation, race, religion, national origin, color or disability in accordance with applicable laws and regulations.*

## **BACKGROUND**

In November 2000, the Education Alliance at Brown University and the Rhode Island Department of Education (RIDE) co-sponsored the first Rhode Island High School Summit. About one hundred people from key stakeholder groups attended the first summit. Intended to respond to a need for the improved performance of Rhode Island's high schools, the Summit was organized around five main goals:

- ♦ confirm what skills and knowledge students should possess upon graduation;
- ♦ develop new strategies to achieve results;
- ♦ identify the obstacles to achieving such results;
- ♦ identify steps for post-Summit activities; and
- ♦ propose recommendations to the Regents concerning Rhode Island high schools.

Although much had been accomplished as a result of the first Summit, there was a need for further evaluation and recommendations. A second High School Summit convened on March 8, 2002, with the co-sponsorship of RIDE, RI Office of Higher Education, RI Department of Labor and Training, and the State School-to-Career Office. Building on the findings from these two summits, the Board of Regents High School Subcommittee developed draft regulations for the elementary, middle, and secondary schools. The Regents held multiple forums and public hearings that led, in January 2003, to the Regents adopting the *Regulations Regarding Public High Schools and Ensuring Literacy for All Students Entering High School*.

These regulations were designed to make the Regents' priorities—literacy, graduation by proficiency, and high school restructuring—an integral part of our state's public schools and to guide the long-term direction of high school reform. Subsequent to the January 2003 issuance of the Regents' Regulations, RIDE developed initial guidance documents<sup>1</sup> for each priority area entitled:

- ♦ Initial Guidance for the Literacy Component of the Regulations
- ♦ Initial Guidance for the Graduation by Proficiency Component of the Regulations
- ♦ Initial Guidance for the Personalization Component of the Regulations

The primary emphasis of the *graduation-by-proficiency* component of the regulations is to enhance existing graduation requirements to include proficiency-based graduation requirements (PBGRs) and foster the development of a local assessment system. These proficiency-based graduation requirements must delineate what all students need to successfully demonstrate that they know and are able to do in order to meet the intellectual challenges of post-secondary education and high-performance workplaces.

The *Initial Guidance for the Graduation by Proficiency Component of the Regulations* calls for the wide-spread development of "specialized assessments (exhibitions, portfolios, capstone projects, etc.) that promote rigor and relevance for individual students. The intent of the assessments outlined in the Regents' Regulations is to measure the depth of student knowledge, to foster student interest, and to cultivate the active use of knowledge. These assessments must be able to ascertain the deep content knowledge and "habits of thinking" within the context of in-depth and long-term work undertaken by individual students. Correspondingly, RIDE will help support the development of this local proficiency-based assessment system, through three statewide networks. Each network will focus on an essential component of the graduation by proficiency system that will include, but not be limited to:

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<sup>1</sup> Copies of these *Initial Guidance* documents are available at [www.ridoe.net](http://www.ridoe.net)

- ♦ **Exhibitions** (capstone projects, Certificates of Initial Mastery, and senior projects, etc). These assessments are often used as a summative assessment of a student's mastery of the school's PBGRs. However, preparing students for the cognitive demands assessed during these exhibitions has instructional, curricular, and organizational implications for each grade level in the school. Consequently, schools involved with exhibitions must organize themselves to provide students with appropriate instructional opportunities and the supports needed to develop the skills and knowledge that a student must demonstrate during his or her exhibition.
- ♦ **Portfolios** are designed to collect evidence aligned with the school's PBGRs. They can serve as both a formative and summative assessment of a student's progress toward the school's Proficiency-Based Graduation Requirements. They can also include other data and evidence about the student's academic, personal, and career goals. Schools using portfolios as a proficiency-based method of assessment must clearly identify the expectations for student learning that will guide the selection of entries for the portfolio. Correspondingly, the school must provide each student with appropriate opportunities to learn and supports, in each grade level, that s/he will need to develop the skills and knowledge demonstrated in the portfolio.
- ♦ **Common Tasks** are intended to ensure that students have multiple and varied opportunities to learn and to be assessed using the school's PBGRs for students' learning. When collaboratively scored, these tasks can also be an effective way to focus professional conversations on curriculum, instruction, and assessment. **Schools will need to use tasks, which can be on-demand tasks or extended tasks that last days, as the basis for the school's proficiency-based end-of-course exams and in students' portfolios.** They can also be designed to prepare students for exhibitions.

The Education Alliance at Brown University has partnered with the Rhode Island Department of Education and through that cooperative effort, has secured limited funding from the Bill and Melinda Gates Foundation to develop a state-wide high school reform program that builds a system of support for schools as they move toward graduation by proficiency.

With this funding, the Education Alliance at Brown and RIDE have created three Network Planning Teams—one for each of the three proficiency-based assessment measures described above. These networks are composed 12-15 educators (including teachers, administrators, and other stakeholders); each has been charged with the development of a spectrum of guidance materials, implementation and assessment protocols, and assessment tools to ensure that schools can meet the graduation requirements by 2008.

**All schools will be eligible to participate in these statewide networks and will receive technical assistance in these three areas. Some schools will, through this RFP process, be selected to serve as demonstration sites in one or more areas. These schools will still be able to participate and receive statewide support in the other network strands.**

### ***Materials to be Developed by RIDE and the Education Alliance***

The Education Alliance at Brown and RIDE have committed to producing the following materials by the conclusion of the 2004 – 2005 school year:

- ◆ A set of uniform, proficiency-based graduation requirements consistent with the high school regulations;
- ◆ A web-based suite of network-developed resources for schools implementing proficiency-based graduation requirements, including:
  - Common tasks in core academic areas that are reflective of the Common Core and RIDE grade level expectations;
  - Culminating exhibitions of proficiency;
  - Other projects and classroom, workplace, or community based work.
- ◆ An electronic portfolio that:
  - Reflects a statewide consensus on the contents of a portfolio;
  - Provides a statewide template that supports the instruction towards and assessment of graduation proficiencies;
- ◆ A reform infrastructure that links RIDE, districts, and schools; and
- ◆ Systems of professional development that work within this infrastructure, cultivate leadership, and support the implementation and improvement of proficiency based performance assessments for graduation

### ***The Development and Use of Local Assessments***

The local proficiency-based assessments that schools must develop to honor the requirements of the Regents' Regulations are uniquely suited to assess students' knowledge and understanding as well as inform instruction in ways that standardized statewide assessments do not. Some of the central aims of a local proficiency-based graduation assessment system would be to:

- ◆ Develop assessments that are individualized but still measure the skills that are needed for post-secondary education and work;
- ◆ Create assessments of student performance that are valued and credible to important audiences;
- ◆ Concurrently assess deep content knowledge and the habits of thinking, reasoning, and communicating that transcend disciplines;
- ◆ Foster the alignment of high school curricula, instruction, and assessment with the knowledge and skills needed for post-secondary education and work;
- ◆ Foster the use of formal and informal assessment to guide curricula and instruction;
- ◆ Generate a rich source of information about what students actually know and are able to do;
- ◆ Validate high school assessments as valuable predictors of post-secondary performance; and
- ◆ Regularly use the information generated from these assessments to make changes in curricula, instruction, assessment, school structures, professional development, school structures, and student supports.

In essence, these local assessments are intended to be a rich source of information about what students know and are able to do. They are intended to provide the information that teachers and schools need to help each student to attain the school's proficiency-based graduation requirements. The entire educational system, school and community resources, leadership and organization, curriculum, instruction, assessment, personnel, and the allocation of time must all be systematically planned and implemented to support students' attainment of the school's PBGRs.

### ***Purpose***

The purpose of this Request for Proposals is to select high schools throughout the state to serve as demonstration sites for Proficiency-Based Graduation Requirements in **up to two of three** areas: Common Tasks, Exhibitions and Portfolios. **While a school will be expected to serve as a model in one area such as exhibitions, this does not preclude the school from using some of these resources to support the development of another measure of performance such as a portfolio system.** This competitive grant opportunity will distribute a total amount of up to \$200,000 to the selected schools. The typical award will be in the \$20,000 range with a maximum award of \$40,000 for any school(s) that elect to serve as demonstration sites in two areas and field test all materials. Funded high schools will serve as Year 1 Demonstration Sites and as a source of both quantitative and qualitative data during the course of the 2004-2005 academic year.

### ***Eligible School Profile***

An eligible school must:

- (1) Be a Rhode Island public high school; broadly defined as comprehensive high schools, charter schools, career and technical centers, alternative schools, etc.
- (2) Submit evidence of meeting all applicable Federal, State and local health, safety and civil rights laws.

### ***Eligibility Requirements***

To be considered for the funding, applicants should meet the following criteria or have documented experiences substantially equivalent to those outlined in the following criteria:

- (1) Offered proficiency-based assessments to a portion of their students—through pilot classes or a whole grade. These assessments include, but are not limited to, common tasks, Disciplinary Literacy tasks, exhibitions, and portfolios.
- (2) Identified learner outcomes that are guiding the proficiency-based measures of student performance; for example NEASC Mission and Expectations for Student Learning, national content and performance standards, or district-adopted standards.
- (3) Developed a plan for offering proficiency-based assessments to all students by 2008;
- (4) Involved their staff in the instruction toward and/or assessment of demonstrations of proficiency; and
- (5) Offered their staff professional development opportunities around standards-based instruction and proficiency -based assessment.

### ***Responsibilities of the Funded Schools***

High schools chosen as demonstration sites will have responsibilities in five broad categories. Those categories and examples of duties within each are described below.

#### **1) Access**

Education Alliance and RIDE staff and partners will visit funded schools to observe the instructional and assessment components of proficiency-based assessments at work. This may include visits to classrooms and informal conversations with staff, students, parents, and other stakeholders. The funded schools will also permit visitations by colleagues from other schools that intend to develop similar proficiency-based assessments. A funded school may use some of the requested funds for its own staff to visit other sites.

#### **2) Material Testing**

Each funded school will work with their respective network to develop, refine, implement and test new materials to support eventual movement towards graduation-by-proficiency through



proficiency-based assessments. This material testing will include two primary components. First, the funded schools will be expected to make targeted efforts to increase the **technical merit** of their current systems of proficiency-based assessments through the infusion of the technical assistance and guidance documents generated by the three graduation by proficiency network planning teams. Second, the funded schools will be expected **to test the materials developed by the planning teams and provide feedback to RIDE**. These materials will include, but are not limited to, implementation and assessment protocols, rubrics, and benchmarks of expected student performance, and guidelines for using assessments to inform curriculum, instruction, and school improvement planning.

At the conclusion of the 2004 – 2005 academic year, the funded schools will provide the Education Alliance with data resulting from their efforts to integrate the new materials into their systems of instruction and assessment. This data may come in several forms, including feedback from teachers and students, assessment results, and formal evaluations. The specific format of this feedback and the questions asked will be clarified later and based on the type(s) of material piloted. (Because the materials will be tested in several sites it is important to have some consistency in the manner in which data is collected and submitted.)

### **3) Network Participation and professional development**

Each funded school will agree to participate in one of the graduation by proficiency networks, both as a participant and as a contributor. Funded schools agree to send a team that includes at least 4 teachers, and a school and/or district administrator to at least 4 state-wide network meetings. Funded schools also agree to participate in professional development experiences focused on the assessment literacy practices needed to add technical merit to the proficiency-based assessments occurring at the local level. Much of this professional development will occur at the statewide network meetings.

Additionally, at least one school leader or district leader will agree to serve on a school and district leaders planning team. The primary focus of this planning team will be on the leadership, structural, organizational, and planning strategies needed to lead and support the implementation of portfolios, common tasks, and exhibitions on a school wide basis. The information generated by this planning team will be shared with the other schools participating in the graduation by proficiency networks.

### **4) Ethnographic Participation**

Through the Bill and Melinda Gates Grant, an ethnographer(s) will be retained to document the first year of the design and implementation of proficiency-based graduation requirements in Rhode Island. This ethnographer(s) will be looking to capture the thoughts, reflections, and feedback of participants in the system, including staff, students, parents, and community-members. Ethnographic activities will likely include interviews, focus groups, classroom observations, and/or surveys. The funded schools agree to identify participants for this ethnographic effort and provide opportunities for the participants to meet with the ethnographer(s).

### **5) Library of Student Work**

Funded schools will be required to provide samples of the student work submitted to fulfill their proficiency-based assessment requirements during the 04' – 05' school year. Examples include, but are not limited to, video-graphic records of presentations, copies of portfolios, etc. The specific format of this feedback and the questions asked will be clarified later by RIDE based on the type(s) of graduation by proficiency assessment(s) the school is using.

(Because the student work will be collected from several sites it is important to have some consistency in the manner in which data is collected and submitted.)

These samples will be used in several ways. They may be used as concrete data to evaluate the efficacy of the newly developed guidance and materials. The samples may also become part of a library of annotated benchmarks used to demonstrate standards within scoring rubrics or as part of calibrating instrument for scorer training. The samples may also be integrated, in whole or in part, into applications submitted to foundations or other funding sources to seek continued financial support for the development of proficiency-based assessment systems in Rhode Island.

***Duration and Monitoring***

The funded schools will be expected to remain in close contact with the Education Alliance staff and/or their respective Network during the course of this award (10/1/2004 through 6/30/2005).

***Reporting***

By June 10, 2005, the funded schools will be expected to submit a final review of all the developed materials tested through their assessment, instructional, or professional development systems. Review forms will be provided.

**The Education Alliance at Brown University  
In partnership with the  
Rhode Island Department of Education,  
Office of Middle and High School Reform and Adult Education**

**Application for Selection as a  
Graduation by Proficiency Year I Demonstration Site**

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## **INSTRUCTIONS**

Please review and follow all the directions carefully when completing this application. Applications that exceed page limits, do not follow the prescribed form and order, or fail to meet the submission deadline requirements will not be considered.

- ♦ Proposals must be received at The Education Alliance no later than

**August 27, 2004 at 3:30 pm**

- ♦ For additional information, see the *5.0 Guidance: Initial Guidance for Graduation by Proficiency*, and the *Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for all Students Entering High School*. Both are available at <http://www.ridoe.net>.
- ♦ Completed applications should be mailed to or delivered to:

**The Education Alliance  
At Brown University  
222 Richmond Street  
Suite 300  
Providence, RI 02903  
Attention: Michael Barnes**

Application approvals will be determined and announced by **September 14, 2004**. Awards will begin on October 1, 2004. These funds will be awarded through a subcontracting process with Brown University, The Education Alliance. Upon request, the reasons for denial will be provided to the applicant.

### ***Required Format***

Please use the application form attached to this RFP; electronic versions are available at the RIDE website at <http://www.rido.net> or by calling 222-4600 ext. 2184. Please provide the information in the order offered on the application form and instructions.<sup>2</sup> In addition:

- ◆ Use no smaller than 12 pt font, double-spaced,
- ◆ Use a document footer with high school name and page numbers,
- ◆ Please limit the number of pages in the narrative to ten,
- ◆ Budget and Budget description
- ◆ Allowable attachments include excerpts of protocols, rubrics or other resources, currently employed in proficiency-based assessments, samples of student work in proficiency-based assessments, school and district improvement plans, and documentation of participation in professional development related to proficiency-based assessments,
- ◆ The Application Format Checklist must be submitted with your application

### **A complete application packet includes 1 original and 6 copies:**

- (1) Completed application form with original signatures
- (2) Program narrative
- (3) Completed Services Summary Chart
- (4) Budget and Budget Description
- (5) Signed assurances form
- (6) Allowable attachments

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<sup>2</sup> This application form was adapted from the SEA ToolKit on Supplemental Education Services, developed by the Council of Chief of School Officers (CCSSO) and the Education Quality Institute. The Supplemental Education Services Rubric was adapted from the Colorado Department of Education Application Form.

***THE APPLICATION FORMAT CHECKLIST***  
**Application Content Checklist**

- ☐ 12 point font
- ☐ Document is double-spaced
- ☐ Application contains a document footer with entity name and page numbers
- ☐ Basic Program Information form is completed with original signature
- ☐ Application narrative is attached and limited to 10 pages
- ☐ Assurances form is signed
- ☐ A budget and budget description is attached
- ☐ Specified document(s) are allowable as attachments
- ☐ The scoring rubric has been reviewed
- ☐ The complete application includes 1 original and 5 copies

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PART I: BASIC PROGRAM INFORMATION**  
(Limit 2 Pages)

<b>1. School Name</b>	
<b>2. Federal EIN</b>	
<b>3. Type of Proficiency-based Assessment (PBA) Systems Currently in Use</b>	<p><i>Please indicate which of the three categories of proficiency-based assessment (PBA) systems you currently employ in your school.</i></p> <p><input type="checkbox"/> Common Tasks  <input type="checkbox"/> Exhibitions  <input type="checkbox"/> Portfolios</p>
<b>4. Number of Years of PBA Use</b>	<p><i>Please list the number of years you've employed the above PBA and a brief approximation of number of students involved for each year.</i></p>
<b>5. Number of Staff Involved in PBA System</b>	<p><i>Please indicate the number of faculty actively involved in your PBA system, through assessment and/or instruction, expressed both as total and percentage of all faculty.</i></p>
<b>6. Role of PBA in the School Improvement Plan</b>	<p><i>Is your proficiency-based assessment system specifically referenced in your school improvement plan? If so, highlight references and attach.</i></p>
<b>7. High School Contact Information</b>	<p>Contact Person Name:  Street Address:  City: State: Zip  Phone:  Fax:  Email:</p>

\_\_\_\_\_  
(Preparer name printed)

\_\_\_\_\_  
date

\_\_\_\_\_  
(Preparer signature)

\_\_\_\_\_  
date

**PART II: APPLICATION NARRATIVE**  
GRADUATION BY PROFICIENCY YEAR 1 DEMONSTRATION SITE

Please address the following questions of the application narrative located on pages 11-13 of this RFP. The submitted narrative pages should total **no more than 10 pages**. You may attach supporting information or documentation, as necessary, relating to these questions.

**OVERALL SCORE:** \_\_\_\_\_/100

Proposal # \_\_\_\_\_

Reviewer name: \_\_\_\_\_

<b>Section A: Proficiency-based Assessment System</b>	(3-4 pages)	45 points
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➔ Describe the proficiency-based assessment system you currently have at your school. Include a description of its general type and its more particular characteristics—including a list of requirements and capacity for tailoring to individual student interest. (20 points)

➔ Describe your efforts, thus far, to align your instruction and proficiency-based assessment system to state academic standards. (10 points)

➔ Describe the resources you have allocated to support the development and implementation of your local proficiency-based assessment system. These resources could include, but are not limited to, expenditures for professional development, salary for teachers assigned to support this work part-time or full-time, salary/stipend/substitute costs for teachers to collaboratively score student work, curricula materials, or technology acquisition for portfolios. (10 points)

➔ Describe the major changes this system has undergone during its life at your school and briefly describe the reasons for those changes. (5 points)

**Section B: Professional Development System**

(2-3 pages)

20 points

➔ Provide a general description of the professional development infrastructure in your school and district. (5 points)

➔ Describe all professional development program participation to which your school has made a long-term commitment. What results have you seen from this participation (if any) which have had a direct impact on either instruction towards or ability to collect meaningful data from proficiency-based assessments? (10 points)

➔ Describe the level of faculty commitment to the professional development programs described above and explain the evidence of that commitment. Indicate whether commitment it has grown, shrunk, or remained stable over the life and program. (5 points)



<b>Section C: Role in the Graduation by Proficiency Project</b>	(2-3 pages)	35 points
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- ➔ Describe the unique PBA system characteristics or other opportunities your school would provide to the Graduation by Proficiency Project as a demonstration site. Include descriptions of innovative program design, resource materials, or assessment protocols you employ. (20 points)
  
- ➔ Describe the ways you would utilize the requested resources? In what ways would they be used to build the infrastructure needed to support your schools chosen graduation by proficiency measures? In what ways would it used to enhance the technical merit of your assessments or the professional development provided to staff? For requests in excess of \$20,000 preference will be given to schools working on two or more PB areas. (15 points)

***PART III: APPLICATION BUDGET***

Period of Performance 10/1/2004 through 6/30/2005

Budget: \$10,000 - \$40,000

Describe in detail each item that funds are being requested for

Allowable expenses

- Salary
- Fringe
- Materials and supplies
- Meeting costs
- Local Travel
- Duplication costs

Unallowable expenses

- Meals and lodging
- Equipment defined as items costing \$3000 or more
- Indirect costs are unallowable

**PART IV: ASSURANCES AND SIGNATURE FORM**

*In submitting this application to be selected as Graduation by Proficiency Demonstration Site School, I certify that:*

1. \_\_\_\_\_ High School meets all applicable federal, state and local education, health, safety, and civil rights laws.
2. All instruction and services are provided on a nondiscriminatory basis.
3. \_\_\_\_\_ High School is financially stable and will be able to meet the responsibilities laid out in these grant application materials.

\_\_\_\_\_  
(Name & title, printed)

\_\_\_\_\_  
date

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
date

## **APPENDIX A - Request for Proposal Scoring Rubrics**

### Scoring Rubric Section A: The Proficiency-based Assessment System

	<b>Level I (0-11 points)</b>	<b>Level II (12-22 points)</b>	<b>Level III (23-33 points)</b>	<b>Level IV (34-45 points)</b>
20 points	<ul style="list-style-type: none"> <li>+ School has a plan to implement the system</li> <li>+ The requirements of the system are unclear</li> <li>+ Formal expectations for student performance have not been clearly established</li> <li>+ Limited or no opportunity for student choice / interest is built into the system</li> </ul>	<ul style="list-style-type: none"> <li>+ School has implemented the system with some pilot classes or students</li> <li>+ The requirements for some parts of the assessment are well described and developed</li> <li>+ Criteria or rubrics have been developed for some parts of the assessment, but they are still in the initial or developmental stages</li> <li>+ Some flexibility is built into the system to allow student choice / interest</li> </ul>	<ul style="list-style-type: none"> <li>+ School has implemented the system with at least a full grade (9<sup>th</sup>, 10<sup>th</sup>, etc.) of students</li> <li>+ The requirements of the assessment and expectations for performance are clearly articulated</li> <li>+ The school has established criteria or rubrics and uses them as part of the assessment to ascertain student proficiency.</li> <li>+ Student interest and choice are permitted in the selection of topics and built into the system</li> <li>+ The school provides some evidence of using information from the assessments to inform curriculum, instruction, professional development, etc</li> </ul>	<ul style="list-style-type: none"> <li>+ The system has been implemented school-wide or is a current expectation for all students</li> <li>+ The requirements of the assessment and expectations for performance are clearly articulated and designed to draw on learning that occurs in and out of the school</li> <li>+ The school has established criteria or rubrics to ascertain student proficiency and trained people to use them</li> <li>+ A system exists for using information from assessments to inform curriculum, instruction, Prof. Dev., etc.</li> <li>+ Benchmarks for student performance have been developed</li> <li>+ Student interest and choice are permitted in the selection of topics and built into the system with explicit guidelines</li> </ul>
10 points	<ul style="list-style-type: none"> <li>+ The school has not identified expectations for student learning and/or no links exist between the expectations and assessments</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has used established expectations for student learning and the assessment.</li> <li>+ There are implicit and/or explicit links between these expectations and the assessment(s)</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has used established expectations for student learning and the assessment is designed to generate evidence of that learning</li> <li>+ Expectations for learning have been mapped back to individual courses so that students have multiple opportunities to learn the assessed knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has used established expectations for student learning and the assessment is designed to generate evidence of that learning</li> <li>+ Expectations for learning have been mapped back to individual courses so that students have multiple opportunities to learn the assessed knowledge and skills</li> <li>+ School-wide or departmental rubrics have been developed for the identified learner outcomes</li> </ul>
10 points	<ul style="list-style-type: none"> <li>+ Few resources have been allocated to promote the implementation of a pilot system</li> <li>+ Staff have been identified to take part in a pilot of the assessment</li> <li>+ The requirements of the system have not been communicated yet.</li> <li>+ PD focused on teaching, learning, school structures, etc. needed to ensure student success have not been attended</li> </ul>	<ul style="list-style-type: none"> <li>+ Resources have been allocated to promote the implementation of a pilot system</li> <li>+ The staff directly involved in the pilot and/or other staff and have been involved in determining student proficiency on the schools' chosen assessment(s)</li> <li>+ The administrator and/or school staff are voluntarily coordinating the implementation</li> <li>+ The requirements of the assessment have been communicated to the students in the pilot group and their parents</li> <li>+ PD focused on teaching, learning, school structures, etc. needed to ensure student success have been attended by some faculty, but are budgeted for next year</li> </ul>	<ul style="list-style-type: none"> <li>+ Resources have been allocated to promote the sustainability of the system with an entire grade.</li> <li>+ The staff directly involved in the pilot and/or other staff have been involved in determining student proficiency on the schools' chosen assessment(s)</li> <li>+ Staff member(s) have been assigned to coordinate the implementation</li> <li>+ The requirements of the assessment have been communicated to the community and/or they have been actively involved in the preparation / assessment of student work</li> <li>+ PD focused on teaching, learning, school structures, etc. needed to ensure student success have been attended by many faculty and adequately budgeted for next year</li> <li>+ The budgetary commitment to these and other important considerations are provided for the 2003-04 or 2004-05 school year.</li> </ul>	<ul style="list-style-type: none"> <li>+ The use of resources represents a comprehensive and systemic approach designed to promote the sustainability of the system school-wide.</li> <li>+ The majority of staff have been involved in collaboratively determining student proficiency on the schools' chosen assessment(s)</li> <li>+ Staff member(s) with appropriate time built into his/her schedule have been assigned to coordinate the implementation</li> <li>+ The requirements of the assessment have been communicated to the community</li> <li>+ The community has been actively involved in the preparation / assessment of student work</li> <li>+ PD focused on teaching, learning, etc. relating to the assessment has been attended by a majority of the faculty</li> <li>+ The budgetary commitment to these and other important considerations are provided for the 2003-04 and 2004-05 school year.</li> </ul>
5 points	<ul style="list-style-type: none"> <li>+ The school analyzes student performance on large-scale state assessments such as the new standards reference exam.</li> </ul>	<ul style="list-style-type: none"> <li>+ The school routinely uses the data from state-assessments and from looking at student work</li> <li>+ The school described how it plans to use the data from the pilot to go to scale with a larger proportion of students</li> </ul>	<ul style="list-style-type: none"> <li>+ The school routinely uses the data from student work and (PB) assessments</li> <li>+ The school described how it has used data from PB assessments</li> <li>+ The school has made some changes to the PB assessment based on the analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has a systematic process for collecting and using the data from PB assessments</li> <li>+ The school has clearly described changes made to the PB assessment, curriculum, and instruction based on data</li> <li>+ Changes include links to other aspects of school reform such as, mentoring, advisories, extra instruction, etc.</li> </ul>

### Scoring Rubric Section B: The Professional Development System

	<b>Level I (0-5 points)</b>	<b>Level II (6-10 points)</b>	<b>Level III (11-15 points)</b>	<b>Level IV (16-20 points)</b>
5 points	<ul style="list-style-type: none"> <li>+ No formal method of designing and implementing PD exists at the school</li> <li>+ Few, if any, opportunities for coordinated learning involving multiple members of a school exist</li> <li>+ Most in-district PD is focused on awareness building and the dissemination of information through faculty and department meetings</li> </ul>	<ul style="list-style-type: none"> <li>+ A Professional Development Academy or other formal method of designing and implementing PD exists at the school</li> <li>+ The equivalent of 1 or more days for PD are built into the teachers' contract</li> <li>+ Some PD is focused on implementation and may include looking at student work, task analysis, or text discussions</li> </ul>	<ul style="list-style-type: none"> <li>+ A formal method of designing and implementing PD exists at the school</li> <li>+ The equivalent of two or more days for PD days are built into the teachers' contract</li> <li>+ Most PD is focused on implementation; additionally, some job-embedded PD opportunities such as study groups, model classrooms, lesson studies, and in-class modeling etc. occur at the school</li> </ul>	<ul style="list-style-type: none"> <li>+ A Professional Development Academy or other formal method of designing and implementing PD exists at the school</li> <li>+ The equivalent of three or more days for PD are built into the teachers' contract</li> <li>+ In addition to implementation activities, job-embedded PD is supported with coaches and other staff explicitly assigned (full- or part-time) to provide in-class modeling, coaching, lead study groups, etc</li> </ul>
10 points	<ul style="list-style-type: none"> <li>+ Limited evidence has been provided that the school / district has identified or participated in any long-term systemic reform that involves both district staff and school staff</li> </ul>	<ul style="list-style-type: none"> <li>+ The school / district has committed to a long-term systemic reform that involves both district staff and school staff</li> <li>+ Few descriptions of the impact of PD on presented and/or the presented impacts are unclear.</li> </ul>	<ul style="list-style-type: none"> <li>+ The school / district has committed to long-term systemic reform for at least 1 year and routinely participates in state-wide networks that involves both district staff and school staff</li> <li>+ The impacts of the PD on instruction and assessment are described</li> </ul>	<ul style="list-style-type: none"> <li>+ The school / district has committed to a long-term systemic reform for 2 or more years and routinely participates in state-wide networks that involves both district staff and school staff</li> <li>+ The impacts of the PD on instruction, assessment, instructional leadership and school structures are clearly described</li> </ul>
5 points	<ul style="list-style-type: none"> <li>+ Few, if any, of the faculty have participated in the PD described above</li> </ul>	<ul style="list-style-type: none"> <li>+ Some of the faculty, particularly those involved with the pilot implementation of the assessment, have participated in the PD described above</li> <li>+ Faculty participation has remained stable over the life of the program</li> </ul>	<ul style="list-style-type: none"> <li>+ Most of the faculty, particularly those involved with the pilot implementation of the assessment, have participated in the PD described above</li> <li>+ The number of faculty and/or the frequency of staff participation in relevant school-wide PD have increased over the past few years</li> </ul>	<ul style="list-style-type: none"> <li>+ The vast majority of the faculty have participated in PD described above</li> <li>+ The number of faculty <u>and</u> the frequency of staff participation in relevant school-wide PD have increased over the past few years</li> </ul>

**Scoring Rubric Section C: The Role in the Graduation by Proficiency Project**

	<b>Level I (0-8 points)</b>	<b>Level II (9-17 points)</b>	<b>Level III (18-26 points)</b>	<b>Level IV (27-35 points)</b>
20 points	<ul style="list-style-type: none"> <li>+ The school has a few staff members that could provide feedback on network materials</li> <li>+ The school has some experience looking at student work and/or with standards-based learning</li> <li>+ Individual teachers make judgments about the quality of student work</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has some previous experiences and staff that enable the school to provide feedback on network materials <u>or</u> to use the materials in classrooms, <u>or</u> to train others</li> <li>+ The school commits to producing student work samples and describes what it will do</li> <li>+ The school uses protocols or guidelines to develop and assess student work using PB measure</li> <li>+ The school describes at least one unique feature or opportunities that the school would provide as a demonstration site</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has previous experiences and staff that make the school well-suited to provide feedback on network materials <u>and</u> to use the materials in classrooms <u>or</u> to train others</li> <li>+ The school describes a variety of student work samples relating to the PB assessments that it has or will produce</li> <li>+ The school has begun to address issues of technical merit, such as calibration, opportunities to learn through targeted PD</li> <li>+ The school uses protocols for the assessment of student learning and the development of tasks, etc. which may be done collaboratively</li> <li>+ A common language exists at the school to describe facets of teaching and learning (Principles of Learning, standards, rubrics, etc.)</li> <li>+ Previous work on standards-based curriculum, instruction, and assessment provide a strong foundation for graduation by proficiency assessments</li> <li>+ The school describes several features or opportunities that the school would provide as a demonstration site</li> </ul>	<ul style="list-style-type: none"> <li>+ The school has an infrastructure, experienced staff, or other features that make the school well-suited to provide feedback on network materials <u>and</u> to use the materials <u>and</u> to train others</li> <li>+ The school describes a variety of student work samples from PB assessments, clearly aligned to expectations for learning, that it has or will produce</li> <li>+ The school is addressing issues of technical merit through activities such as; calibration exercises, curriculum mapping, the development of anchor assignments for assessment tasks, etc.</li> <li>+ The school has developed and uses protocols for the assessment of student learning, the development of tasks, etc.</li> <li>+ The school is building its graduation by proficiency measures into a coherent system that fits with a larger school reform agenda designed to make changes in curricula, instruction, assessment, school supports, etc.</li> <li>+ The school has begun to connect the proficiency based assessment to other facets of Regents' HS Regulations</li> <li>+ The school makes explicit connections between the unique opportunities it would provide as a demonstration site and other state-wide initiatives</li> </ul>
15 points	<ul style="list-style-type: none"> <li>+ The relationship of the budgetary request to the advancement of the schools graduation-by proficiency is unclear or non-existent</li> <li>+ The resources requested to support the professional development are diffused and unfocused on the schools chosen reforms</li> <li>+ Other expenditures of resources are not clearly described, justified, or do not relate to the chosen reforms of the school</li> </ul>	<ul style="list-style-type: none"> <li>+ The relationship of the budgetary request to the advancement of the schools graduation-by proficiency measures is implicit</li> <li>+ The resources requested to support the professional development of staff have an implicit relationship with the schools chosen reforms</li> <li>+ Other expenditures of resources are described, justified, and relate to the chosen reforms of the school</li> </ul>	<ul style="list-style-type: none"> <li>+ The requested resources build the infrastructure—staff, technology, materials, resources, etc—needed to support the schools chosen graduation by proficiency measures</li> <li>+ The resources requested to support professional development for staff focused on curricula, instruction, assessment, school structure or support issues that are well-aligned with the proficiency-based measure(s)</li> <li>+ Other expenditures of resources are described, justified and support the chosen reforms of the school</li> </ul>	<ul style="list-style-type: none"> <li>+ The requested resources will be used to build the infrastructure—staff, technology, materials, resources, etc—needed to support the schools chosen graduation by proficiency measures</li> <li>+ The resources requested to support professional development for staff focus on curricula, instruction, assessment, school structure or support issues that directly relate to the proficiency-based measure(s)</li> <li>+ The school clearly articulates the areas of technical merit, in relation to the existing system, that the school will use the resources to enhance are clearly made</li> <li>+ The development of or contribution to products and deliverables for the schools' community and/or other schools is built into the budget</li> <li>+ Other expenditures of resources are described, justified and support directly the chosen reforms of the school</li> </ul>